

# What Are We Learning in the Puzzles & Games Center?

<b>Kindergarten Standard Course of Study Objectives</b>	
ELA 5.03	▪ Develop fine motor skills and eye-hand coordination to assist with reading and writing.
S 3.01	▪ Observe and describe the properties of different kinds of objects and how they are used.
S 3.02	▪ Develop a vocabulary associated with the properties of materials: color, size, shape and texture.
S 4.03	▪ Use nonstandard units of measure to describe and compare objects.
SS 2.01	▪ Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.
SS 2.03	▪ Describe the importance of rules and laws.
M 1.03	▪ Solve problems and share solutions to problems in small groups.
M 2.01	▪ Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture)
M 3.01	▪ Identify, build, draw and name triangles, rectangles, and circles.
M 3.03	▪ Model and use directional and positional vocabulary.
M 3.04	▪ Complete simple spatial visualization tasks and puzzles.
M 5.02	▪ Create and extend patterns.
M 5.01	▪ Observe that objects can be described and sorted by their properties.
M 5.01	▪ Sort Objects by one or more attribute.
M 1.03	▪ Solve problems and share solutions to problems in small groups.
VA 3.05	▪ Identify different types of line: straight, crooked, curved, zig-zag, wide and thin.
G 1.01	▪ Demonstrate pride in work and achievement.
G 1.02	▪ Justify mistakes as essential to the learning process.
G 1.06	▪ Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
G 2.01	▪ Demonstrate critical thinking skills.
G 4.03	▪ Demonstrate how to interact and work cooperatively in teams.
G 7.14	▪ Demonstrate how to make and keep friends.
G 8.03	▪ Debate alternative solutions to a problem.
HL 3.01	▪ Demonstrate the ability to share objects and time.

# What Are We Learning in the Art/Painting Center?

Kindergarten Standard Course of Study Objectives	
VA 1.02	▪ Use imagination as a source of ideas.
VA 1.07	▪ Explore a variety of media.
VA 1.08	▪ Create work that does not conform to adult standards of realism.
VA 1.10	▪ Illustrate poems, stories and rhymes.
VA 2.03	▪ Develop fine and gross motor control.
VA 2.06	▪ Cut large and small shapes; double layers to produce identical shapes.
VA 2.07	▪ Model clay by pressing; pulling, pinching, incising, stamping with found objects.
VA 2.08	▪ Create original pictures of self, others, animals and objects.
VA 3.01	▪ Name and identify colors.
VA 3.02	▪ Identify primary and secondary colors.
VA 3.03	▪ Mix secondary colors.
VA 3.09	▪ Begin to discuss his or her own work and that of others in terms of color, line, shape and texture.
VA 3.11	▪ Use solutions that do not rely on copying or tracing others' work.
VA 4.01	▪ Create art depicting self, family, friends, pets, home, school and community.
VA 5.05	▪ Recognize that human beings create art to tell a story about their ideas and lives without words.
VA 6.03	▪ Recognize that no two people are alike; therefore, their artwork should not be alike.
VA 8.02	▪ Understand that people of all ages can enjoy making art based on shared knowledge of self, family and friends.
ELA 1.01	▪ Distinguish differences between illustrations and print.
ELA 3.04	▪ Use speaking and listening skills and media to connect experiences and text by discussing, illustrating, and dramatizing stories.
ELA 1.01	▪ Identify the title, author and the name of the illustrator.
G 1.01	▪ Demonstrate pride in work and in achievement.
G 1.02	▪ Justify mistakes as part of the learning process.
M 2.01	▪ Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
M 3.01	▪ Explore concepts of geometry by using and drawing triangles, rectangles, and circles in art work.
S 3.01	▪ Observe and describe the properties of different kinds of objects (clay, wood, cloth, paper, other) and how they are used.
S 3.02	▪ Develop and use a vocabulary associated with the properties of materials: color, size, shape and texture.
S 4.02	▪ Observe and describe how various tools and units of measure are useful: scissors, pencils, and crayons.
SL 4.05	▪ Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.
SS 5.02	▪ Create and interpret simple maps, models, and drawings of the home, school and other environments.

# What Are We Learning in the Science Center?

<b>Kindergarten Standard Course of Study Objectives</b>	
S 1.01	▪ Observe & describe the similarities and difference among animals.
S 1.02	▪ Observe how animals interact with their surroundings.
S 1.03	▪ Observe the behaviors of several common animals.
S 1.04	▪ Demonstrate how to care for a variety of animals.
S 1.05	▪ Observe the similarities of humans to other animals including basic needs, growth, change, and movement.
S Goal 2	▪ Make observations & build an understanding of weather concepts.
S 2.01	▪ Observe and report daily weather changes throughout the year.
S 2.05	▪ Use common tools to measure weather.
S 3.01	▪ Observe and describe the properties of different kinds of objects (clay, wood, cloth, paper, other) and how they are used.
S 3.03	▪ Describe how objects look, feel, smell, taste, & sound using senses.
S 3.05	▪ Identify some common objects and organisms that are considered to be natural resources in our world.
S Goal 4	▪ Use appropriate tools and measurements to increase their ability to describe their world.
SS 3.01	▪ Observe/describe how individuals and families grow & change.
SS 5.04	▪ Recognize and explain seasonal changes of the environment.
SS 7.02	▪ Explore modes of transportation at home and around the world.
ELA Goal 3	▪ Make connections through the use of oral language, written language, and media and technology.
ELA 3.02	▪ Discuss concepts and information in a text to clarify and extend knowledge.
ELA 4.01	▪ Use new vocabulary in own speech and writing.
ELA 4.03	▪ Use words that describe color, size, and location in a variety of texts.
HL 2.01	▪ Predict situations that should include hand washing and demonstrate correct hand washing technique.
HL 2.02	▪ Demonstrate proper technique for brushing teeth and summarize reasons for not sharing a toothbrush.
HL 4.02	▪ Explore a variety of foods and beverages for good health, including unfamiliar and culturally diverse foods.
HL 4.03	▪ Identify foods and beverages that are healthy choices for teeth and bones.
M Goal 2	▪ Explore the concepts of measurement.
M Goal 4	▪ Collect, organize and display data.
M 5.01	▪ Sort and classify objects by one attribute.

# What Are We Learning in the Block Center?

<b>Kindergarten Standard Course of Study Objectives</b>	
M Goal 2	▪ Explore concepts of measurement.
M 3.02	▪ Compare geometric shapes (likenesses and differences).
M 3.03	▪ Model and use directional and positional vocabulary.
M 3.04	▪ Complete spatial visualization tasks.
M 5.02	▪ Create and extend patterns with objects.
M 1.01	▪ Count objects in a set.
M 5.01	▪ Sort and classify objects by one attribute.
S 3.01	▪ Observe and describe the properties of different kinds of objects and how they are used.
S 3.02	▪ Develop and use a vocabulary associated with the properties of materials: color, size, shape and texture.
S 3.04	▪ Observe that objects can be described and sorted by their properties.
SS 5.01	▪ Locate and describe familiar places in the home, school and other environments.
SS 5.02	▪ Create and interpret simple maps, models, and drawings of the home, school, and other environments.
SS 5.03	▪ Describe the functions of places in the home, school and other environments.
SS 6.05	▪ Explore goods and services provided in communities.
SS 7.02	▪ Explore modes of transportation at home and around the world.
ELA 1.02 ELA 1.03	▪ Develop phonemic awareness and knowledge of alphabetic principles through writing and creating labels, signs, maps, etc. that extend block work.
ELA 3.01	▪ Connect information and events in text to experience.
ELA 4.01	▪ Use new vocabulary in own speech and writing.
ELA 4.02	▪ Use words that name and words that tell action in a variety of simple texts as oral retelling and creating stories about the block structures.
HL 2.03	▪ Recognize and describe the meanings of traffic signs and signals.
HL 2.06	▪ Demonstrate how to get help in an emergency.
HL 2.07	▪ Demonstrate appropriate responses to warning signs, sounds and labels.

# What Are We Learning in the Dramatic Play Center?

Kindergarten Standard Course of Study Objectives	
TA 2.03	▪ Imitate a variety of roles in family life.
TA 2.04	▪ Express various ideas & emotions through gestures, movement & voice.
TA 3.05	▪ Recognize the role of simple props, scenery and costumes in the dramatic process.
TA 3.06	▪ Imagine a variety of real and non-real environments.
TA 4.02	▪ Imitate the sounds and movement of objects, animals & people.
TA 5.01	▪ Manipulate simple props & costumes to support the character or story.
TA 6.01	▪ Use sound, movement & drawing through dramatic play.
TA 6.02	▪ Use puppets in dramatic play.
ELA 2.01	▪ Demonstrate sense of story.
ELA 3.01	▪ Connect information and events in text to experience.
ELA 3.04	▪ Use speaking and listening skills & media to connect experiences and text by discussing, illustrating and dramatizing stories.
ELA 4.01	▪ Use new vocabulary in own speech.
ELA 4.04	▪ Maintain conversation & discussions by taking turns expressing ideas and asking questions.
HL 1.01	▪ Identify specific feelings by name and demonstrate the ability to verbalize feelings in an appropriate manner.
HL 1.02	▪ Demonstrate the ability to accept and act on personal responsibilities.
HL 2.05	▪ Demonstrate the benefits of wearing seat belts and bicycle helmets
HL 4.05	▪ Demonstrate the ability to select a healthy breakfast and lunch with a variety of whole grains, vegetables, fruits, and low fat dairy products.
HL 5.01	▪ Demonstrate how to recognize and be careful with medicines.
HL 5.02	▪ Distinguish between medicinal and non-medicinal drug use.
SS 1.03	▪ Examine diverse family structures around the world.
SS 1.01	▪ Describe how individuals are unique and valued.
SS 2.02	▪ Participate in democratic decision making.
SS 3.01	▪ Observe and describe how individuals and families grow & change.
SS 3.02	▪ Evaluate how the lives of individuals and families of the past are different from what they are today.
SS 5.03	▪ Describe the functions of places in the home, school, and other environments.
SS 5.05	▪ Identify and state how natural and human resources are used within the community.
SS 6.01	▪ Distinguish between wants and needs.
SS 6.03	▪ Identify examples of how families & communities work together to meet their basic needs & wants.
SS 6.04	▪ Give examples of how money is used within the communities, such as spending and savings.
SS 7.02	▪ Explore modes of transportation at home and around the world.
SS 7.03	▪ Describe functions of computers and other electronic devices used in the home, school, and other environment.

# What Are We Learning in the Math Center?

<b>Kindergarten Standard Course of Study Objectives</b>	
M Goal 1	▪ Develop number sense for whole numbers through 30.
M 1.01 a	▪ Connect model, number word (orally), and number using a variety of representations.
M 1.01 b	▪ Count objects in a set.
M 1.01 c	▪ Read and write numerals.
M 1.01 d	▪ Compare and order sets and numbers.
M 1.01 e	▪ Use ordinals (1 <sup>st</sup> – 10 <sup>th</sup> ).
M 1.01 f	▪ Estimate quantities fewer than or equal to 10.
M 1.01 g	▪ Recognize equivalence in sets and numbers 1-10.
M 1.02	▪ Share equally between two people.
M 1.03	▪ Solve problems and share solutions to problems in small groups.
M 2.01	▪ Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
M 3.01	▪ Identify, build, draw and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.
M 3.02	▪ Compare geometric shapes (identify likenesses and differences).
M 3.03	▪ Model and use directional and positional vocabulary.
M 3.04	▪ Complete simple spatial visualization tasks and puzzles.
M 5.01	▪ Sort and classify objects by one attribute.
M 5.02	▪ Create and extend patterns with actions, words, and objects.
ELA 4.01	▪ Use new vocabulary in own speech and writing.
ELA 4.03	▪ Use words that describe color, size and location in a variety of texts.
ELA 4.05	▪ Write from left to right and from top to bottom.
S 3.02	▪ Develop and use a vocabulary associated with the properties of materials: color; size; shape; & texture.
S 3.04	▪ Observe that objects can be described and sorted by their properties.
S Goal 4	▪ Use appropriate tools and measurements to increase their ability to describe their world.
S 4.03	▪ Use nonstandard units of measure to describe and compare objects.
SS 6.04	▪ Give examples of how money is used within the communities, such as spending and savings.
SS 5.04	▪ Recognize and explain seasonal changes of the environment.

# What Are We Learning in the Books & Listening Center?

<b>Kindergarten Standard Course of Study Objectives</b>	
ELA 1.01	▪ Develop book and print awareness.
ELA 1.01	▪ Identify the parts of books and function of each part.
ELA 1.01	▪ Demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.
ELA 1.02	▪ Develop phonemic awareness and knowledge of alphabetic principle.
ELA 1.03	▪ Demonstrate decoding and word recognition strategies and skills.
ELA 1.04	▪ Read or begin to read.
ELA 1.04	▪ Attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning.
ELA 1.05	▪ Interact for at least 10 minutes daily with self-selected texts.
ELA Goal 2	▪ Develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
ELA 2.01	▪ Demonstrate sense of story (e.g. beginning, middle, end, characters, details, setting)
ELA 2.02	▪ Demonstrate familiarity with a variety of types of books and selections.
ELA 2.09	▪ Identify the sequence of events in a story.
ELA Goal 3	▪ Make connections through the use of oral language and written language.
Tech 1.10	▪ Identify and discuss multimedia terms/concepts beginning, middle, and end by arranging pictures in linear/sequential order as a class/group.
Tech 2.04	▪ Use multimedia software to identify and practice letters, numbers, shapes and colors as a class/group.
IS 1.06	▪ Demonstrate a familiarity with a variety of types of books and resources (print, non-print, electronic)
IS 1.09	▪ Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia).
IS 5.01	▪ Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats.
M 1.01 c	▪ Read and write numerals.
SL 4.04	▪ Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.

# What Are We Learning in the Sand & Water Center?

	<b>Kindergarten Standard Course of Study Objectives</b>
S 3.01	<ul style="list-style-type: none"> <li>Observe and describe the properties of different kinds of objects and how they are used.</li> </ul>
S 3.02	<ul style="list-style-type: none"> <li>Develop and use a vocabulary associated with the properties of materials: color, size, shape and texture.</li> </ul>
S 3.04	<ul style="list-style-type: none"> <li>Observe that objects can be described and sorted by their properties.</li> </ul>
S 3.03	<ul style="list-style-type: none"> <li>Describe how objects look, feel, smell, taste, and sound using their own senses.</li> </ul>
S 4.01	<ul style="list-style-type: none"> <li>Describe how tools can be used to make comparisons.</li> </ul>
S 4.03	<ul style="list-style-type: none"> <li>Use nonstandard units of measure to describe and compare objects.</li> </ul>
M 1.01b	<ul style="list-style-type: none"> <li>Count objects in a set.</li> </ul>
M 1.01 d	<ul style="list-style-type: none"> <li>Compare and order sets and numbers.</li> </ul>
M 1.01e	<ul style="list-style-type: none"> <li>Use ordinals (1<sup>st</sup> – 10<sup>th</sup>)</li> </ul>
M 1.02	<ul style="list-style-type: none"> <li>Share equally between two people; explain.</li> </ul>
M 1.03	<ul style="list-style-type: none"> <li>Solve problems and share solutions to problems in small groups.</li> </ul>
M 2.01	<ul style="list-style-type: none"> <li>Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).</li> </ul>
M 3.01	<ul style="list-style-type: none"> <li>Identify, build, draw and name triangles, rectangles, and circles; identify, build and name spheres and cubes.</li> </ul>
M 3.02	<ul style="list-style-type: none"> <li>Compare geometric shapes (identify likenesses and differences).</li> </ul>
M 3.03	<ul style="list-style-type: none"> <li>Model and use directional and positional vocabulary.</li> </ul>
M 3.04	<ul style="list-style-type: none"> <li>Complete simple spatial visualization tasks and puzzles.</li> </ul>
M 5.01	<ul style="list-style-type: none"> <li>Sort and classify objects by one attribute.</li> </ul>
HL 2.01	<ul style="list-style-type: none"> <li>Predict situations that should include hand washing and demonstrate correct hand washing technique.</li> </ul>
HL 3.01	<ul style="list-style-type: none"> <li>Demonstrate the ability to share objects and time.</li> </ul>
SS 5.02	<ul style="list-style-type: none"> <li>Create and interpret simple maps, models and drawings of the home, school and other environments.</li> </ul>
SS 7.02	<ul style="list-style-type: none"> <li>Explore modes of transportation at home and around the world.</li> </ul>



# What Are We Learning in the Writing Center?

Kindergarten Standard Course of Study Objectives	
ELA 1.01	▪ Demonstrate an understanding of letters/words/sentence/story.
ELA 1.02	▪ Demonstrate understanding that spoken language is a sequence of identifiable speech sounds.
ELA 1.02	▪ Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.
ELA 1.03	▪ Recognize/name upper and lower case letters of the alphabet.
ELA 1.03	▪ Recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.
ELA 1.03	▪ Recognize most beginning consonant letter-sound associations in one-syllable words.
ELA 4.02	▪ Use words that name and words that tell action in a variety of simple texts, such as journal entries and written stories.
ELA 4.03	▪ Use words that describe color, size, and location in a variety of texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).
ELA 4.05	▪ Use a variety of sentence patterns such as interrogative requests and sentence fragments that convey emotion.
ELA 4.05	▪ Write from left to right and from top to bottom.
ELA 4.05	▪ Write most letters and some words.
ELA 4.06	▪ Write and/or participate in writing behaviors by using authors' models of language.
ELA 5.01	▪ Develop spelling strategies and skills by representing spoken language with temporary and/or conventional spelling.
ELA 5.01	▪ Develop spelling strategies & skills by writing most alphabet letters.
ELA 5.01	▪ Develop spelling strategies and skills by analyzing sounds in a word and writing dominant consonant letters.
ELA 5.02	▪ Use capital letters to write the word "I" & the first letter in own name.
ELA 5.03	▪ Use legible manuscript handwriting.
M 1.01 c	▪ Read and write numerals.
IS 5.01	▪ Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats.
IS 5.03	▪ Acknowledge resources used in all print, non-print and electronic products.

# What Are We Learning in the Overhead Center?

Kindergarten Standard Course of Study Objectives	
Tech 1.03	<ul style="list-style-type: none"> <li>Identify and discuss correct and responsible use and care of computers and resources (AUP/IUP).</li> </ul>
Tech 1.10	<ul style="list-style-type: none"> <li>Identify and discuss multimedia terms/concepts beginning, middle, and end by arranging pictures in linear/sequential order as class/group.</li> </ul>
ELA 1.01	<ul style="list-style-type: none"> <li>Demonstrate an understanding of letters/words/sentence/story.</li> </ul>
ELA 1.02	<ul style="list-style-type: none"> <li>Demonstrate understanding that spoken language is a sequence of identifiable speech sounds.</li> </ul>
ELA 1.02	<ul style="list-style-type: none"> <li>Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.</li> </ul>
ELA 1.03	<ul style="list-style-type: none"> <li>Recognize/name upper and lower case letters of the alphabet.</li> </ul>
ELA 1.03	<ul style="list-style-type: none"> <li>Recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.</li> </ul>
ELA 1.03	<ul style="list-style-type: none"> <li>Recognize most beginning consonant letter-sound associations in one-syllable words.</li> </ul>
ELA 4.03	<ul style="list-style-type: none"> <li>Use words that describe color, size, and location in a variety of texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).</li> </ul>
ELA 4.05	<ul style="list-style-type: none"> <li>Write from left to right and from top to bottom.</li> </ul>
ELA 4.05	<ul style="list-style-type: none"> <li>Write most letters and some words.</li> </ul>
ELA 5.01	<ul style="list-style-type: none"> <li>Develop spelling strategies and skills by representing spoken language with temporary and/or conventional spelling.</li> </ul>
ELA 5.01	<ul style="list-style-type: none"> <li>Develop spelling strategies &amp; skills by writing most alphabet letters.</li> </ul>
ELA 5.01	<ul style="list-style-type: none"> <li>Develop spelling strategies and skills by analyzing sounds in a word and writing dominant consonant letters.</li> </ul>
ELA 5.02	<ul style="list-style-type: none"> <li>Use capital letters to write the word "I" &amp; the first letter in own name.</li> </ul>
ELA 5.03	<ul style="list-style-type: none"> <li>Use legible manuscript handwriting.</li> </ul>
M 1.01a	<ul style="list-style-type: none"> <li>Connect model, number word (orally), and number, using a variety of representations.</li> </ul>
M 1.01 c	<ul style="list-style-type: none"> <li>Read and write numerals.</li> </ul>
M 3.02	<ul style="list-style-type: none"> <li>Compare geometric shapes (identify likenesses and differences).</li> </ul>
M 3.04	<ul style="list-style-type: none"> <li>Complete simple spatial visualization tasks and puzzles.</li> </ul>
M 5.01	<ul style="list-style-type: none"> <li>Sort and classify objects by one attribute.</li> </ul>
M 5.02	<ul style="list-style-type: none"> <li>Create and extend patterns with actions, words, and objects.</li> </ul>

# What Are We Learning in the ABC/Word Center?

Kindergarten Standard Course of Study Objectives	
ELA 1.01	▪ Demonstrate an understanding of letters/words/sentence/story.
ELA 1.02	▪ Demonstrate understanding that spoken language is a sequence of identifiable speech sounds.
ELA 1.02	▪ Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.
ELA 1.02	▪ Demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).
ELA 1.03	▪ Recognize/name upper and lower case letters of the alphabet.
ELA 1.03	▪ Recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.
ELA 1.03	▪ Recognize most beginning consonant letter-sound associations in one-syllable words.
ELA 4.02	▪ Use words that name and words that tell action in a variety of simple texts, such as journal entries and written stories.
ELA 4.03	▪ Use words that describe color, size, and location in a variety of texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).
ELA 4.05	▪ Write from left to right and from top to bottom.
ELA 4.05	▪ Write most letters and some words when dictated.
ELA 5.01	▪ Develop spelling strategies and skills by representing spoken language with temporary and/or conventional spelling.
ELA 5.01	▪ Develop spelling strategies & skills by writing most alphabet letters.
ELA 5.01	▪ Develop spelling strategies and skills by analyzing sounds in a word and writing dominant consonant letters.
ELA 5.02	▪ Use capital letters to write the word "I" & the first letter in own name.

# What Are We Learning in the Fine Motor Center?

Kindergarten Standard Course of Study Objectives	
ELA 4.06	<ul style="list-style-type: none"> <li>Write and/or participate in writing behaviors by using authors' models of language</li> </ul>
ELA 5.01	<ul style="list-style-type: none"> <li>Develop spelling strategies and skills by:                             <ul style="list-style-type: none"> <li>Writing most of the letters of the alphabet</li> </ul> </li> </ul>
ELA 5.03	<ul style="list-style-type: none"> <li>Use legible manuscript handwriting.</li> </ul>
V Arts 1.07	<ul style="list-style-type: none"> <li>Explore a variety of media</li> </ul>
V Arts 1.11	<ul style="list-style-type: none"> <li>Use all the senses to gain information and awareness about their environment</li> </ul>
V Arts 1.10	<ul style="list-style-type: none"> <li>Illustrate poems, stories and rhymes</li> </ul>
V Arts 2.01	<p>Become familiar with a limited number of basic art media, techniques and processes which may include:</p> <p>Drawing - crayons, oil pastels, non-toxic markers, brushes, computers, pencils, sidewalk chalk</p> <p>Cut paper - glue, scissors, folding, bending 3-D - clay, paper, found objects, including wood scraps</p> <p>Printmaking - stamps, gadgets, found objects, vegetables, monoprint</p> <p>Painting - tempera, watercolors, large brushes, sponges, finger paint</p> <p>Ceramics - pinch, coil, found stamps</p>
V Arts 2.02	<ul style="list-style-type: none"> <li>Explore media freely</li> </ul>
V Arts 2.03	<ul style="list-style-type: none"> <li>Develop fine and gross motor control</li> </ul>
V Arts 2.05	<ul style="list-style-type: none"> <li>Create a variety of lines, like thick and thin, curved or zigzag, etc</li> </ul>
V Arts 2.06	<ul style="list-style-type: none"> <li>Cut large and small shapes; double layers to produce identical shapes</li> </ul>
V Arts 2.07	<ul style="list-style-type: none"> <li>Model clay by pressing; pulling; pinching, incising, stamping with round objects</li> </ul>
V Arts 2.10	<ul style="list-style-type: none"> <li>Demonstrate proper care and use of materials and tools</li> </ul>
HL 6.01	<ul style="list-style-type: none"> <li>Demonstrate non-locomotor movements using different parts of the body</li> </ul>